DOCUMENT RESUME

ED 374 195 UD 030 076

AUTHOR Ortner, Maria Laura
TITLE An Alternative Approach To Increase Parent Involvement among Culturally Diverse Families.
PUB DATE 94
NOTE 55p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Cooperation; Cultural Awareness; *Cultural Differences; Elementary Education; Elementary School Students; Ethnic Groups; Hispanic Americans; *Home Visits; Information Dissemination; Minority Groups; *Parent Participation; Parent School Relationship; Student Mobility; Surveys; Volunteers

ABSTRACT

An attempt was made to improve parent involvement of culturally and ethnically diverse families in an elementary school with 35 to 39 percent minority students, as well as to establish a climate of cooperation between school and home and to attempt to reduce the student mobility rate. A Welcome Committee was created to reach diverse families. This committee consisted of volunteer staff members and parents who were identified and trained by the writer. Teams of two conducted home visits welcoming families and providing specific information on the school. The project was designed to establish, from the very beginning, a cooperative relationship between families and the school. Teachers were surveyed before and after the implementation of the Welcome Committee. The student mobility rate was also measured before and after, and parents completed surveys. Analyses reveal that the Welcome Committee significantly improved the level of parent involvement for minorities. Teacher perceptions of involvement of minority parents also improved, and the student mobility rate decreased from 39.2 to 35.9 percent. Appendixes contain the parent survey in English and Spanish, Welcome Committee guidelines, and a press release. (Contains 23 references.) (Author/SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

8830

ED 374 195

An Alternative Approach to Increase Parent Involvement among Culturally Diverse Families

by

Maria Laura Ortner

Cluster 53

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. L. Ortner
Nova Southeastern Univ
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

A Practicum I Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1994

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Richard Lucas

Richard Lucas

Principal of Hayestown Avenue School

Title

Tamarack Avenue, Danbury CT 06810

Address

May 12, 1994

Date

This practicum report was submitted by Maria Laura Ortner under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Southeastern Nova University.

Approved: Roberta Silfen

May 4

Date of Final Approval of Report

Roberta Silfen, Ed.D., Adviser

ACKNOWLEDGMENT

I would like to thank my family for their patience when dealing with a mom who wanted to become a "doctor", for those many weekends and nights when I was not available for them. Without their support and encouragement this practicum would never have been done: Gracias familia!!

TABLE OF CONTENTS

		Page
ACKNOWLEDGMENT		iii
TABLE OF CONTENTS		iv
LIST OF TABLES		v
Chapter		
I	INTRODUCTION	1
	Description of Community	1
	Writer's Work Setting and Role	2
II	STUDY OF THE PROBLEM	5
	Problem Description	5
	Problem Documentation	6
	Causative Analysis	8
	Relationship of the Problem to the Literature	11
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	15
	Goals and Expectations	15
	Expected Outcomes	15
	Measurement of Outcomes	16
IV	SOLUTION STRATEGY	18
	Discussion and Evaluation of Solutions	18
	Description of Selected Solution	19
	Report of Action Taken	23
V	RESULTS, DISCUSSION AND RECOMMENDATIONS	30
	Results	30
	Discussion	35
	Recommendations	36
	Dissemination	37
REFERENCES		42

Appendices Page

A SURVEY.....38

B WELCOME COMMITTEE GUIDELINES.....40

C PRESS RELEASE.....41

LIST OF TABLES

Table

1 Teacher Survey On Parental Involvement.....7

2 Teacher Survey 1992/93 and 1993/94 Results 32

3 Mobility Rate Comparison.....33

ABSTRACT

An Alternative Approach to Increase Parent Involvement with Culturally Diverse Families. Ortner, Maria L., 1994: Practicum Report, Nova Southeastern University, Ed. D. Program in Child and Youth Studies. Parent Involvement/Inner-City School/Strategies/At Risk Minorities/Culturally Diverse/Attitudes/Home-School Collaboration/Reach-out techniques/Mobility rates

The purpose of this practicum was the improvement of the parent involvement levels with culturally and ethnically diverse families in an elementary school setting. Also to establish a climate of mutual cooperation between school and home and to attempt to reduce the mobility rate among the students.

A different approach to reach diverse families was designed through the formation of a Welcome Committee. This committee consisted of volunteers staff members and parents who were identified and trained by the writer. Teams of two conducted home visits welcoming the families and providing specific information on the school. The project was designed as a primary and preventive action plan to establish, from the very beginning, a cooperative relationship between families and school. Teachers were surveyed prior and post the implementation of the Welcome Committee. The mobility rate among students was also measured before and after the project. Parents were surveyed. The writer developed and administered all the surveys.

Analysis of the data revealed that the implementation of the Welcome Committee significantly improved the level of parent involvement with minorities: Hispanics, Asians and Blacks. Teacher's perceptions on parent involvement with minority families also improved. The mobility rate among students decreased.

****

Permission Statement

As a student in the Ed. D. Program in Child and Youth Studies, I do (X) do not ( ) give permission to Nova Southeastern University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova Southeastern University will not charge for this dissemination except to cover the cost of microfiching, handling, and mailing of the materials.

4/5/94
(date)

(signature)

BEST COPY AVAILABLE

CHAPTER I

INTRODUCTION

Description of Community

The elementary school setting where the project was implemented is placed in a medium-sized community, located 90 miles from a major metropolis. During the past two decades the town has experienced severe social, demographic and cultural changes. First its economic base shifted from agriculture to industry, with most of its activity centered around a hat factory. Then, as times and fashions changed, the city evolved into a more diverse business community, and it now hosts several international corporations. More recently, in a struggling state and national economy, the community has been impacted by layoffs and by the departure of many businesses.

During the last decade, an influx of African Americans, Hispanics and Asians made its mark in the area, in a community which used to be predominantly white. Immigrants from Brazil and Portugal also settled and added their flavor to the city. Neighborhoods with racial and language concentrations appeared and impacted the schools, and the composition

of their populations. The city school district implemented a redistricting plan in 1993, busing students and redrawing school districts. This was done in an effort to create a more balanced population within each school, as well as to respond to the state's demands on correcting racial imbalances. The whole project created a heated debate among community members and leaders. As could be expected, many people resisted any change to the "status quo" of their schools. Different interest groups battled over it. The author's work setting (a high minority and low income concentrated school) did not really benefit from this plan of action.

School officials and the Board of Education established priority goals for the whole school district, including a parent involvement goal identified by this statement: "The Public School District shall actively seek and encourage continuing parental involvement at all grade levels with school staff in all aspects of their children's education".

Writer's Work Setting and Role

The writer's work setting is an elementary inner-city school (kindergarten to fifth grade), one of 11 in the district. The population consists mainly of low-income, White English speaking, and minority group students (Afro-American, Hispanic and Asian). Eighty percent of the school

population either receives free breakfast and lunch, or pays a reduced amount based on their low family income. There is a high mobility rate among students, which makes it difficult to accurately evaluate a child's program and his/her performance. In terms of standardized testing, the school has done poorly in the last years, in comparison with other schools within the district. As an example, the results of the 1992 State Mastery Test (a standardized test used in all the schools in the state)for Grade 4 indicated that 53% of the students needed remedial help in reading. This produced low morale and increased frustration among staff members (who range widely in experience, between recently graduated professionals and teachers who have been working for 30 or 40 years).

The writer works as a bilingual school psychologist and guidance counselor, providing testing, consultation services to teachers and parents, and individual and group counseling as needed. She especially identifies well with the needs of minority students and their families, because of her own personal experience. She came to America 7 years ago, with her family, speaking no English. As an immigrant and a minority member, she relates well to the confusion and struggles that one confronts when adjusting to a completely new environment, in a different culture.

As a parent, she understands the feelings of inadequacy and helplessness caused by the lack of understanding of the

educational system. It is almost like being a child again; one needs to learn so much and feels completely out of place and overwhelmed by a reality that is not fully understood.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The overall level of parent involvement was insufficient, especially among minority or culturally diverse families in this elementary school. It appeared that the traditional channels being used to increase parent participation and involvement with their children's education (such as parent conferences and PTO meetings) were not productive.

Among the difficulties that school staff members encountered when reaching-out to parents, the most striking were: (a) lack of a telephone contact or difficulties finding parents during school hours, if it was necessary to contact them; (b) parents who do not speak English; (c) students who misplace school communications or parents who don't read the notes that the school sends home; (d) parents who are only available at night or weekends; and (e) "no shows" at parent conferences. All these factors combined created frustration and resentment among staff members. Depending on the teacher's level of commitment in reaching-out to parents (which varied widely among staff members), he or she might try several times to communicate with parents

or not at all. At any rate, for all the reasons stated above, school-home communications could be a really difficult for many of the teachers in the setting.

Research indicated a strong positive relationship between the level of parent involvement and the child's academic success. Based upon this, it would be safe to assume that the insufficient level of parent involvement impacted their children's educational achievement in this elementary school. Particularly, there was inadequate home-school participation and communication between minorities, culturally diverse families and school personnel.

Problem Documentation

Different sources provided evidence of the existence of poor parent involvement in this setting:

1. No minority representation in PTO meetings. This information was gathered from an interview with the PTO president.

2. Interview with the School Principal, who was concerned about the lack of parent participation in their children's school life.

3. High mobility rate among students. From September 1992 to March 1993, with an initial enrollment of 319 students, 189 left or entered the school. This constituted a 59.2% mobility rate. Of the students entering or leaving school, 92 were minorities, which represented 48.6% of the

mobile school population. Only 35% of the total school population are minority students.

4. Poor participation from minority or culturally diverse parents in school activities. A teacher survey was conducted in every class (from Kindergarten to Grade 5). Teachers had to identify four categories for every student, to measure levels of parent involvement. The four classifications were: (a) parent attending teacher conference, (b) parent working as a volunteer in school, (c) parent involved, keeping communication with teacher or school personnel, (d) parent not involved, not communicating with teacher or school personnel. The results of this survey are shown in Table 1.

Table 1

Teacher Survey on Parental Involvement

Race	Total Enrollment	Verified Participation		Parent Involvement (Teachers' Perceptions)		
		Attends Conference	Volunteers	Yes	No	No Report
Hispanic	55	51	1	15	40	0
Asian	30	24	1	12	18	0
Black	33	24	2	10	18	5

Total Minority Enrollment: 118 Students (35% of School Population)

When interpreting the data, it appeared that minority parents attended the teacher conferences but otherwise were not involved. Did parents know what was expected of them?.

Portuguese-speaking students were not included as a separate racial group, because they were considered white for statistical purposes. Therefore, there was no information available on this particular group, although there are many Portuguese speaking students enrolled at this school and they are an ethnic and culturally well-defined social group.

Last year (1992-1993) only 32% of the Grade 5 students had been in this school since Kindergarten. As may be appreciated through the information presented, this school setting was a challenging one, in terms of its needs and demands for special services.

Causative Analysis

Insufficient parent involvement is a complex problem, especially when trying to identify its causes, but the following appeared to be the major obstacles:

1. Perceptions and attitudes (stereotypes, negative experiences) among school personnel and families. The subtle, or sometimes obvious, perception of ethnic and linguistic diversity, viewed by some school personnel as a problem, interfered in children's education and parental involvement, and was detrimental to a positive self-worth and identity of

minority students. Sometimes school personnel and families interacted based upon an unrealistic or mistaken belief system which they brought as baggage to their relationships. Parents' negative experiences when they were students was a common place to start making wrong assumptions in terms of their relationship with teachers or school personnel. Conversely, teacher stereotypes of "good parents" or a "good family" were also sometimes a common obstacle especially when they were dealing with atypical parents or families.

2. Cultural ignorance and lack of culturally and ethnically sensitive reach-out procedures to promote and encourage parent participation for a diverse population. This was a critical and very difficult issue in view of the multiple and diverse needs of this school population. A perfect intervention or reach-out approach for one particular ethnic group could be a complete disaster for another. The level of acculturation of the family and student (Gibbs & Huang, 1989) plus cultural factors, dictated the need for carefully choosing the best approach to promote parent participation and understanding of what is expected of them (Morrow, 1991). This writer found that many times the teacher was not even aware of the language that the student spoke at home, knowing only that it was not English. In addition, some teachers did not inquire about the level of acculturation before contacting the family or student.

3. Different levels of commitment and approval of parent involvement by school personnel, which generated mixed messages to parents. Teachers varied substantially in their views of parent participation and parent involvement in school life. The more traditional teachers (old school) preferred to have a cordial and distant relationship with parents. Younger and more progressive teachers wanted to have a closer and more participative interaction with them. Even administrators had their own sets of expectations in terms of home-school relationships. In the school setting there was no common or shared expectation, nor a clear vision in terms of parent involvement. This generated different standards and practices among teachers in their interaction with parents. These practices sometimes generated confusion, especially with non-English speaking parents who were more in need of clear and concise expectations.

4. Lack of funding to support consistent efforts and a plan of action to reverse this situation. There had been sporadic attempts to solve this situation. The lack of a clear vision to drive a plan of action and the absence of consistency and commitment to achieve parent involvement had been major obstacles. On-going leadership and administrative support played a key role in promoting home-school partnerships.

Relationship of the Problem to the Literature

Orum (1986) found that not enough parent involvement is a well known problem in many schools, especially among those with a high minority population or ethnic and culturally diverse populations. Even prominent national figures, such as Mrs. Barbara Bush in a speech as First Lady, (personal communication, March 10, 1989), have advocated the need for building professional/parent partnerships. As stated, research indicates a strong positive relationship between the level of parent involvement and a child's academic success (Berger, 1983; Leichter, 1979; National Education Association, 1985; Seeley, 1984).

Home/school collaboration models and their strategies are based on the philosophy of empowerment, which means that all individuals can be successful, and that if individuals are not responding successfully it may be that they lack the knowledge or resources to do so. The literature reviewed produced few studies focused on minority or culturally diverse parents, aimed at improving their level of involvement. At the same time, Baker and Epstein (1986), and Lareau (1987), indicated that less educated parents are less likely to get actively involved in their children's education, because they do not want to or cannot do so. This latest statement is challenged by other studies (Epstein & Dauber, 1991; Nichols, 1991) revealing that the school plays a key role in terms of how much and how well they inform and

empower families to generate a positive home/school collaboration.

Van Galen (1987) discussed the difficulties encountered in increasing parent involvement caused by teachers' stereotypes regarding these parents, especially those who are less involved, and by informal and formal constraints placed on parents by school personnel who fear parental intrusion into their professional domain.

The existence of different expectations between teachers and parents related to the level of parent involvement and what is expected of the child are sometimes problematic. This was shown in a three year project conducted by Dr. Prince (Casanova, 1988) called Cultural Continuity Project in Urban Education (CCP). Differing perceptions of what was appropriate parent involvement in children's education between parents and project staff were identified.

As Casanova (1984) stated, explaining discrepancies with inner city students in terms of cultural and social expectations:

> Underlying the "CCP program" was a belief that inner city children experience difficulty and fall behind academically alien culture. The school culture is different from, and in conflict with, that of the child's home and community where he/she is socialized. In this situation the child is seen by the school as

> deficient or deprived and his/her unique strengths or skills are not utilized in school experience. In many instances the expectations of the school, its attitudes and values, as well as its policies and procedures, are all in conflict with those of the children and the community which it is supposed to serve. Predictably, children caught in the middle react by misbehaving, staying away from school and showing low scholastic achievement. (p.2)

When searching for a conceptual framework to understand parent involvement, three major theoretical approaches to understanding variations in levels of parent involvement were found (Lareau, 1987): (a) culture of poverty thesis: working and lower class families do not value education as highly as middle class families (Deutsch, 1967); (b) institutions and staff as critical determinants: teachers playing a key role in parent involvement (Becker & Epstein, 1982; Epstein & Becker, 1982); and (c) a sociological perspective from Bourdieu's concept of cultural capital (Bordieu & Passeron, 1977), pointing to the structure of schooling and to family life and dispositions of individuals.

Fairley (1993) analyzed the concept of social capital, defined as the social relations that exist between the family and the community. He described the decrease of social capital manifested through the evolution from

the three generation family to the nuclear family and the single parent family today. More demands are put on schools, such as the need for child care from an increasingly early age, and before and after school programs for working parents. According to Fairley there is a new role for schools: the rebuilding of the social capital. Rebuilding the social capital requires something beyond parent involvement with school; it requires school involvement with parents.

From the writer's point of view, when analyzing parent involvement, it is important to adopt a variety of conceptual frameworks and perspectives to gain a better understanding of the situation. However, the first step would be for the school or institution to look into their own practices and perceptions to promote parent involvement. Setting policies to foster parent involvement is only the first step in working toward a cooperative parent/school relationship. If the policies are not followed through with specific plans of action it would be like reading the lyrics without playing the music.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The main goal of the practicum was to increase parent involvement, especially among minority and culturally diverse families.

A set of expectations and shared values were underlining the practicum. These were: (a) respect for parents, recognizing that they have schedules and work hard to support their children; (b) respect for the culture and home life of each child; and (c) appreciation of the value of home/school collaboration for the benefit of the student.

Expected Outcomes

The following goals and outcomes were projected for this practicum:

1. To establish alternative communication systems between home and school, which would better suit the school population. In view of the existence of a culturally diverse school population, alternative ways to establish communication between school personnel and parents were explored, and evaluated accordingly, through teachers' perceptions and

levels of parent responsiveness.

2. To attempt to reduce, in the long term, the mobility rate among students. Even though this was a long range goal and it therefore wasn't possible to assess immediately after the implementation of this proposal, the hard data collected in March of 1993 (Student mobility rate 59.2%, minority mobility rate 48.6%) may be used later on (one or two years) to compare with new indicators, in order to evaluate progress.

3. To initiate a process which would eventually generate a change of attitudes and expectations between school personnel and families, and eliminate stereotypes, with the ultimate goal of establishing a climate of mutual cooperation.

4. Finally, the most challenging (and difficult to achieve!) goal is to facilitate institutional change aimed at hosting and celebrating cultural and racial diversity in this home/school community.

Measurement of Outcomes

The expected outcome after implementation was increased parental participation in school life. This was measured through a teacher survey indicating levels of parent involvement, using the same tool which was used to collect initial data.

Target goal: Increase parent involvement by 20% in the

following areas:

- Parent participation in school activities.
- Parents working as volunteers, supporting teachers' activities.

The end result of this practicum was to gain knowledge about alternative and culturally sensitive ways to promote parent involvement. The main tool used to reach this objective was the establishment of a Welcome Committee, formed by parents and school personnel, to greet the new families entering the school system. The philosophy underlying the creation of this committee was to utilize a proactive approach to elicit parent participation early on among newcomer families. The evaluation tool to assess used the effectiveness of this intervention was a questionnaire to parents who participated in the process, which was especially tailored to gather information about the new families (see Appendix A). This survey was available in Spanish and translated in other languages as needed. The standard of achievement was indicated by the level of parent satisfaction and acceptance.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Inadequate levels of parent involvement, especially among culturally and racially diverse families, as well as the lack of effective channels of communication between home and school, were areas of concerns at the school, as documented and explained in detail in Chapter II.

How do school personnel improve current levels of parental involvement and participation, in a school setting characterized by low socioeconomic status and high minority population?.

From the literature review, a list of questions put together by Epstein and Dauber (1991) helped to sort out information and reflect on current practices, with the purpose of generating an action plan. According to Henderson (1987), if school and families do not work together, children will not learn as effectively. It is the family, not the school, which provides the primary education environment. Parent involvement is most effective when it is comprehensive, long lasting and well planned.

Rudniski (1992) found it was possible to build a parent

involvement program in an inner city school when individuals share a system of values which is based on mutual respect and recognition. She also described the integrity of the institution in which the program takes place as an essential aspect to consider when implementing a parent involvement program.

This writer reviewed multiple sources, searching for ideas. Particularly interesting and down to earth were suggestions in newsletters and small publications such as Best Parent Involvement Ideas (1989) and What's Working in Parent Involvement (1993). Simple ideas, such as remembering the three Fs for success in planning activities for parent involvement (Food, Families, Fun), were typical of the tips that may be found in these typos of publications.

In view of the characteristics of the elementary school setting, as described in Chapters I and II, the need for a collaborative approach between parents and staff to address the poor level of parent participation was established. At the same time, the recognition of the culturally diverse population required the need to directly consult parents as experts in their own culture.

Description of Selected Solution

The idea of creating a welcoming committee formed by staff members and parents was generated as an alternative way to promote parent involvement in home/school relation-

ships. The rationale was to provide an early positive contact that would hopefully foster future positive interactions between school and home. The writer also recognized the need to reach out, identify and recruit parents who would be key players in this initiative. The Welcome Committee was formed by parents from ethnic and culturally diverse backgrounds, and staff members committed to improve parent involvement. Two members of the Committee, a parent (from the same ethnic or cultural background as the newcomer family, if possible) and a staff member, would make a home visit when a new student entered school. The purpose of the visit was mainly to welcome the family to the school, help them obtain information about the school setting (teachers' names, programs and school activities) and invite them to become active and participate in their children's school life. The parent from the Committee plays a key role in empowering parents, acting as a role model for the newcomers and showing them how important and gratifying it is to become involved with their children's education. At the same time, the welcoming parents are bridges for future communications with school personnel, especially when the newcomer parents do not speak English.

With the parents' expertise, and learning through performing these visits, a culturally sensitive approach for reach-out was designed to meet the specific needs of the school population. The underlying philosophy hosting this

approach was based on the respect and celebration of cultural diversity, and the belief that parents do care and do want to help their children, but sometimes lack the knowledge or means to do so. On the other hand, the staff members who volunteered to participate in this adventure will eventually be agents of change within the institution, bringing back to school the experience and exposure of dealing with parents from a different background. This will hopefully initiate an attitudinal change among staff members, which is needed in this setting as was explained in detail in Chapter III.

When the Welcome Committee visited a home, in addition to welcoming the family to the school, they presented them with a gift bag containing various items of information, literature and goodies (obtained through business donations). A Polaroid photograph of the family was also taken (with the family's consent) to be shown on the school bulletin board, to let people know of the new arrival. This was a good opportunity for families to get to know each other. The package of information presented to the family included a pamphlet with current information on teachers' names, their grade levels, responsibilities and phone numbers. This was especially important because in such a large school district, there were frequent staff changes. In addition, there was general information about the school and a calendar of the activities throughout the year.

The Welcome Committee members who visited a family helped them to become aware of the many ways in which they could participated in their children's education. There were many parents who would have liked to approach the school to help out, but did not speak English, and so felt that they could not do anything to help. The Welcome Committee would show how a parent volunteer could, for example, run photocopies for a teacher; this would save the teacher precious time and would help the parent feel useful and appreciated. Activities like this could be starting points for the parents to come to school more frequently. If teachers are asked, there are many things that a parent can do to help out and to participate in school life. The teachers were informally surveyed on activities that would host parent participation.

The Welcome Committee members also collected information on the family, which helped to ensure future parent participation and involvement. For example, they inquired whether they needed babysitting services or transportation, or whether there was any other hardship which interfered with their participation in their children's school life. With information such as this ahead of time, it was sometimes possible to accommodate the family's special needs, especially for parent conferences or special events.

The stages in the development of the Welcome Committee were:

1. Gaining support from the Principal.

2. Obtaining a mini-grant to provide funding to compensate the parents that participate in the welcome committee.

3. Identifying parents from various cultural and racial backgrounds, with the necessary willingness to participate.

4. Selecting and training these parents to work as liaisons between newly arrived families and School.

5. Inviting selected staff members to participate in this initiative.

6. Developing culturally and ethnically sensitive reach-out procedures to serve the diverse population.

Report of Action Taken

The writer coordinated all actions needed to implement and execute the Welcome Committee, assuming the leadership of this initiative.

The calendar for this practicum was as follows:

Month 1:

Week 1, 2 and 3: Planning and budgeting. Identification and recruitment of parents and staff members.

The planning period included the writing of a mini-grant-proposal for $500 provided as part of Project Redesign, a city-wide project that supports innovative and creative educational interventions. The Welcome Committee met the criteria since it was involved with the school

district's goal of improvement of parent/school relationships. The grant was obtained, but one major obstacle was that all the money had to be used by a certain date or it would return to the General Fund. After several negotiations, the school system allowed the money to be transferred directly to the writer, in order to meet the deadline date (otherwise she would lose all the funding, no two ways about it!), knowing that the money would be used gradually to pay the parents and general expenses for the operation of the Welcome Committee. This was an administrative headache for the writer, but in view of the strict administrative guidelines it was the only way to obtain the funding. A lesson learned through this experience was that when looking for funding it is necessary to first understand the conditions and terms that will apply after the money is allocated, because there can be unexpected administrative guidelines in using the funding.

The process of identifying parents for the Welcome Committee was initiated through informal conversations with teachers, searching for parents from different backgrounds. At the same time, classroom lists and student files were reviewed in an effort to identify possible candidates. As a result of these actions a list of names was put together and presented to the school principal for review and comment.

Week 4: Individual interviews with parents. Final selection of parent participants. A final list of candidates

from different cultural and racial backgrounds, including minority and non-minority parents, was put together with the school principal's input. A telephone conference was the first contact with all candidates. During the telephone interview, the project was presented to the parents and their willingness and ability to participate in it was assessed. Based upon the results of these telephone conferences, a preliminary selection was made and interviews were conducted with the final candidates. In addition to screening the parent ability's to relate to other people, fostering understanding and acceptance of different cultures and ethnic backgrounds, the ages of their children in school were also considered, based upon the need to provide some continuity to the Committee. With this in mind, parents with children in higher grades were not considered for the Committee. At the end of this process the Welcome Committee was constituted by: a white American mother who was an active member of the Parent Teacher Organization (PTO); a mother from Afghanistan, who spoke Polish, Hungarian and Persian; a Hispanic father who spoke Spanish and some Portuguese; a Cambodian father who spoke Cambodian and Laotian and a Black American mother.

Month 2:

During this period the training of parents and school staff was implemented. During the 3 training sessions prac-

tical details about delivering services were discussed. Other activities included: collecting donations, putting together the gift bags for parents and designing a school pamphlet. An informal teacher survey on what activities they would welcome for parent involvement was also conducted. Teachers favored activities such as: chaperones for school trips, photocopying material, coming to school to read to the children and helping with special activities.

The parents from the Committee took a leadership role and actively supported the writer with the development of the project. This support and encouragement from parents provided support for the writer to continue with the practicum. This experience also showed that when parents are empowered they become essential and effective players. The original plan of work for Month 2 eventually took almost 3 months to be accomplished.

With a letter from the school principal stating the purpose of the Welcome Committee, a parent went out to the community to request donations to be used for the gift bags. As a result of her efforts some small items, such as notebooks and crayons, were gathered. Attractive paper gift bags were purchased to carry the information and donations. Each gift bag contained: gifts, the school calendar and the school pamphlet (which was designed by a parent containing specific information on this school, with the approval

of the school principal). Also included was a map of the school district, showing its boundaries. The parents were asked that if they had to move within the city, to try to stay in this school district at least until the end of the school year. The purpose of this intervention was to avoid as much as possible the disruption of the educational process of the students.

Month 3:

Implementation of the Welcome Committee. On-going evaluation of progress and practices.

The Welcome Committee wanted to start operating at the same time the school started, but this was not possible. The group then decided to call for a general meeting at school for all new families that had arrived since the beginning of the year. The agenda of the meeting was similar to the agenda that would be followed when doing individual home visits. This was an attempt also to reduce home visits. The cost saving effect was also a consideration taken when deciding for a general meeting for all the new families. More than 70 written invitations (the Kindergarten classes were included) were given out through the classroom teachers during conference time. The principal and the PTO president were invited to the meeting, as well as all the members of the Welcome Committee. The meeting was scheduled the evening of a school day and children were welcome. Only 1 parent

attended and 2 more arrived almost at the end of the meeting (an hour and a half later). This experience served only to corroborated once more that the traditional ways of doing business with parents were not effective in a setting like this. The Committee decided then to move on with the individual home visits but only with the most recently arrived families, which had arrived well after the school year started. This was a group decision by the Welcome Committee based upon the fact that it did not make much sense to "welcome" a family who had already been in the school for 2 or 3 months, in other words the timing was off with many families.

A set of guidelines was put together to ensure consistency among the different teams going into homes. Each member of the committee received a copy of them. See Appendix B to review the Welcome Committee home visit guidelines provided to the teams.

A folder with the Welcome Committee home visit guidelines, the list of names and telephone numbers of the Welcome Committee members and copies of the parent survey in English and Spanish were given to all the members. This was all the information needed to start making visits. There was one Polaroid camera, available upon request, to share with all the teams.

A system of communication was put in place between the school secretary and the writer whereby the secretary would

notify the coordinator (this writer) when a new student arrived. The coordinator would then assign the family to a team, trying to match ethnic and language backgrounds between the Welcome Committee parent and the new family.

A bulletin board with photographs of the new families and a press release about the Welcome Committee and its mission (see Appendix C) was displayed in the entrance hall of the school. This resulted in many positive comments from staff members and parents who greeted the idea.

At the time of this writing the Welcome Committee had visited 6 families within a month's period. The ethnic breakdown of these families are: (a) 4 Hispanic; (b) 1 from Korea and (c) 1 from Nigeria. The questionnaires were filled out by the parents at the end of the visit and collected by the writer.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

Not enough parent involvement with the children's education was a critical problem in this elementary school setting. The traditional ways of communication between school and home (such as parent conferences or school functions) were often not fully effective , especially when dealing with families from a different language and cultural background. In view of this, a different approach was designed to reach culturally diverse families through the formation of the Welcome Committee. This committee was constituted by volunteer staff members and parents who were identified and trained by the coordinator of the project. Teams of two conducted home visits, welcoming the families and providing specific information on the school. This project was designed as a primary and preventive action plan to establish, from the very beginning, a cooperative relationship between families and school.

As a result of the work and development of the Welcome Committee, this group gained its own identity and power, sharing values and expectations such as respect for the culture and home life of each family, as well the flexibili-

ty and the open mind to work with very different people. They felt like pioneers and in fact voted to use the word "pioneers" as their name, for identification purposes. On the other hand, the volunteer staff members however (with the exception of the writer), did not take much initiative nor did they show the same level of commitment throughout the development of the project, as the parent members. Consideration should be given to the fact that staff members did not get paid to do any home visits, whereas parents got a small financial compensation.

The expected outcome of this practicum, of establishing an alternative communication system between home and school, was achieved with the operation of the Welcome Committee. Every family who was asked to receive the Welcome Committee services accepted and opened its doors to it!.

Another expected outcome after the implementation was to increase parental participation in school life, using the same tool which was used to collect initial data. A teacher survey was conducted again, a year later, in every class (from Kindergarten to Grade 5). Teachers had to respond four categories for every student, to measure levels of parent involvement. The four classifications were: (a) parent attending teacher conference, (b) parent working as a volunteer in school, (c) parent involved, keeping communication with teacher or school personnel, (d) parent not involved, not communicating with teacher or school personnel.

The results of the final survey are shown in Table 2 with the results of the initial teacher survey stated in parenthesis.

Table 2

Teacher Survey on Parental Involvement 1992/93 and 1993/94 results

Race	Total Enrollment	Verified Participation		Parent Involvement (Teachers' Perceptions)		
		Attends Conference	Volunteers	Yes	No	No Report
Hispanic	(55) 60	(51) 52	(1) 4	(15) 30	(40) 22	(0) 8
Asian	(30) 36	(24) 29	(1) 3	(12) 19	(18) 13	(0) 4
Black	(33) 47	(24) 37	(2) 4	(10) 30	(18) 11	(5) 6

( ) results of 1992/93 year (Table 1).

1992/93 Total Minority Enrollment: 118 Students (35% of School Population)

1993/94 Total Minority Enrollment: 143 Students (39% of School Population)

When comparing surveys results consideration should be given to the possibility of not dealing with the same population in 1992/93 and 1993/94 from a period from September to March. However, based upon the results collected, it is possible to interpret a general improvement in terms of parents attending conferences, as well as an increase in parents volunteering in school and an overall increase of teachers' perceptions on levels of parent involvement.

From September 1993 to March 1994, with an initial

enrollment of 353 students, 111 left or entered the school. This constituted a 31.4% mobility rate. Of the students entering or leaving school, 52 were minorities, which represented a 46.8 % of the mobile school population. Only 39% of the total population are minority students. Table 3 compares the mobility rate figures in 1992/93 and 1993/94 from September to March:

Table 3:

Mobility Rate Comparison

	1992/93	1993/94
Initial Enrollment	319	353
Student Mobility	189	127
Student Mobility Rate	59.2 %	35.9 %
Minority Mobility Rate	48.6 %	47.2 %

As may be noticed at a glance, the student mobility rate decreased significantly between 1992/93 and 1993/94. The minority mobility rate has maintained similar levels within the general student mobility rate. The second goal of this project was to attempt to reduce, in the long term, the mobility rate among students. As was stated previously, it was beyond the scope of this practicum, to realistically achieve this goal at this time. However, as a result of this practicum and because of the data collected, administrators,

teachers and parents are now more aware than ever of the educational implications of this high mobility rate among the students in this school. A spin-off of this was that central administration will now pursue the evaluation and analysis of the mobility rate among students system-wide. From this point of view, the level of awareness has been raised and in one situation at least the Welcome Committee has been able to avoid the move of one new student, by providing the map to the family and making them aware of looking for housing within the same school district. However, the drastic changes of the mobility rate cannot be solely explained as the result of the Welcome Committee implementation. It is believed that the implementation of the school acceleration program, which includes teacher training and fosters the philosophy of believing in the student's potential and setting high expectations with every single student, helped to improve the mobility rate, as well as teachers' attitudes. In addition, other unknown and uncontrolled factors may have had an impact and fostered the decrease of the student mobility rate. In any case, it is exciting to see this change in the trend of the mobility rate.

The last expected outcome for this practicum was to initiate a process which will eventually generate a change of attitudes and expectations between school personnel and families and eliminate stereotypes, with the ultimate goal

of establishing a climate of mutual cooperation. Here again, there is the need for institutional change to take place and, as is well known, this is a slow process, which does not occur overnight or even in three months. However, it is believed, based upon the Welcome Committee parents' as well as staff members' perceptions, that an initial step forward has been taken to foster a new climate of harmony and cooperation within the school community. The challenge is now to provide continuity to this initiative and follow through with it on a long term basis.

Being a new approach which has never been tried before, only in time its effectiveness can be more adequately assessed.

Discussion

One serious limitation in the evaluation of this new approach to improve parent involvement was the time factor. A 3 month project, as it was originally designed, was too little time to really produce any kind of institutional or community changes. At any rate, it is believed that the implementation of this approach has helped to gain more awareness and knowledge among school personnel about ways to more effectively meet the needs of families with racially different backgrounds. However, this should be an on-going learning process for the school personnel and parents

alike, in which constant reflection on and revision of, the delivery of services are required, with consideration for the diverse population in this school, keeping in mind at all times that building a successful partnership between home and school is the main goal and target. A partnership focused on promoting harmony and a productive engagement across cultures, and demonstrating respect for human diversity and ethnicity. Through the implementation of the Welcome Committee it was proven that parents approve and accept to get involved with school personnel and other parents. No one, among all the families that received the Welcome Committee services, turned down the request for a home visit. At the end of each visit, parents were thankful and appreciative. Specific knowledge on cultural expectations of schools based on traditions in the immigrant's homelands was obtained, when exchanging views and perceptions with families coming, for example from Nigeria and Korea. The ongoing collection of information on racially different families will shape and tailor the improvement of the Welcome Committee services, as well as being a useful source for consultation purposes for school personnel not directly involved with the Welcome Committee.

Recommendations

The following recommendations are considered to be useful in planning the implementation of an approach such as

the Welcome Committee:

1- Funding to pay parents and school personnel is a critical issue to ensure continuity and commitment among all the players.

2- When looking for funding sources take special consideration of the administrative guidelines and possible constraints on how and when to allocate the monies.

Dissemination

This practicum was shared with classmates and professors at Southeastern Nova University in the Practicum II orientation session. At the end of the presentation people reacted favorably to this project, with a round of applause. Later on, Dr. Fordham commented on the originality of this practicum and approved the philosophy underlying the approach. Other dissemination plans for this practicum include: (a) an article in the local newspaper which currently is in progress; (b) submitting a short article about this project to Communique, the national magazine for school psychologists.

APPENDIX A

SURVEY

PARENT SURVEY

Please indicate your race/ethnicity, home language and education level by checking the appropriate number below:

Race/ethnicity:

__(1) Native American
__(2) Asian American
__(3) Black, not of Hispanic origin
__(4) White, not of Hispanic origin
__(5) Hispanic

Language spoken at home:

__(1) English
__(2) Spanish
__(3) Portuguese
__(4) Other: _____

Father/Guardian's Education Level:

__(1) Less than high school
__(2) High school diploma
__(3) Some college
__(4) 4 year college degree
__(5) Graduate/professional degree

Mother/Guardian's Education Level:

__(1) Less than high school
__(2) High school diploma
__(3) Some college
__(4) 4 year college degree
__(5) Graduate/professional degree

Please answer the following questions about your relationship with the school. Your answers will help us to build a better partnership between School and Home.

1. Do you feel welcome at Hayestown Ave. School?

__(1) Rarely
__(2) Sometimes
__(3) Frequently
__(4) Almost always
__(0) Cannot say

2. In previous schools did you participate in your child's school activities?

__(1) Rarely
__(2) Sometimes
__(3) Frequently
__(4) Almost always
__(0) Cannot say

3. In which of the following activities have you participated?

__(1) Parent-teacher organizations
__(2) Volunteering in class
__(3) Conferences with teachers
__(4) Attending Open Houses
__(5) Others: _____
_____

4. Are there any impediments to your coming to school to meet with your child's teacher?

__(1) Rarely.
__(2) Sometimes
__(3) Frequently
__(4) Almost always
__(0) Cannot say

5. What impediments (if any) are there to your coming to school?

__(1) Lack of transportation
__(2) Need for babysitting
__(3) Work / employment
__(4) Inconvenient hours
__(5) Language
__(6) Others: _____
_____

6. Would you come if the school helped you overcome these impediments?

__(1) Rarely
__(2) Sometimes
__(3) Frequently
__(4) Almost always
__(0) Cannot say

7. How long was your child at the previous school?

__(1) Less than 1 year
__(2) 1 to 2 years
__(3) 2 to 5 years
__(4) more than 5 years

8. What was the reason for changing school?

__(1) Housing problems
__(2) Job change
__(3) Divorce/separation
__(4) Other: _____

8. Why did you come to this community?

__(1) Family reasons
__(2) Job requirements
__(3) Liked the area
__(4) Other: _____

9. How long do you plan to stay in this community?

__(1) Less than 1 year
__(2) 1 to 2 years
__(3) 2 to 5 years
__(4) more than 5 years
__(5) Cannot say

10. What kind of services or programs would you like to see implemented at your child's school?

_____
_____
_____
_____
_____

Thank you for taking the time to complete this survey. Your answers will help us make a better school for your child. Please feel free to call us with more ideas or suggestions at any time
You are an active participant in your child's education. Your input is valuable and appreciated.

ENCUESTA PARA PADRES

Por favor indique su raza/etnicidad, idioma nativo y nivel de educacion chequeando el numero apropiado:

Raza/etnicidad:

__(1) Indio americano
__(2) Asiatico-americano
__(3) Negro, no de origen hispano
__(4) Blanco, no de origen hispano
__(5) Hispano

Idioma hablado en la casa:

__(1) Ingles
__(2) Español
__(3) Portugues
__(4) Otro: _____

Nivel de educacion del padre o guardian:

__(1) No termino escuela secundaria
__(2) Diploma de escuela secundaria
__(3) Alguna educacion universitaria
__(4) Ciclo basico universitario
__(5) Diploma profesional

Nivel de educacion del madre o guardiana:

__(1) No termino escuela secundaria
__(2) Diploma de escuela secundaria
__(3) Alguna educacion universitaria
__(4) Ciclo basico universitario
__(5) Diploma profesional

Por favor responda a las siguientes preguntas sobre su relacion con la escuela. Sus respuestas nos ayudaran a crear una mejor relacion enter la escuela y el hogar.

1. Se siente bienvenido/a en Hayestown Ave. School?

__(1) Raramente
__(2) A veces
__(3) Frecuentemente
__(4) Casi siempre
__(0) No puedo decir

2. En escuelas anteriores, participo en las actividades escolares de sus hijos?

__(1) Raramente
__(2) A veces
__(3) Frecuentemente
__(4) Casi siempre
__(0) No puedo decir

3. En cual de las siguientes actividades ha participado?

__(1) Organizaciones de padres y maestros
__(2) Voluntariando en clase
__(3) Conferencias con maestros
__(4) Atendiendo reuniones de padres
__(5) Otros: _____
_____

4. Existen impedimentos para que usted venga a la escuela para reunirse con los maestros de su hijo/a?

__(1) Raramente
__(2) A veces
__(3) Frecuentemente
__(4) Casi siempre
__(0) No puedo decir

5. Que impedimentos habria (si los hay) que le impiden venir a la escuela?

__(1) Falta de transporte
__(2) Cuidado de otros niños
__(3) Trabajo / empleo
__(4) Horarios inconvenientes
__(5) Idioma
__(6) Otros: _____
_____

6. Vendria usted si la escuela ayudara a solucionar estos impedimentos?

__(1) Raramente
__(2) A veces
__(3) Frecuentemente
__(4) Casi siempre
__(0) No puedo decir

7. Cuanto tiempo estuvo su hijo/a en su escuela anterior?

__(1) Menos de 1 año
__(2) 1 a 2 años
__(3) 2 a 5 años
__(4) mas de 5 años

8. Por que se cambio de escuela?

__(1) Problemas de vivienda
__(2) Cambio de trabajo
__(3) Divorcio/separacion
__(4) Otro: _____

8. Por que vino a esta comunidad?

__(1) Motivos familiares
__(2) Requerimientos de trabajo
__(3) Le gustaba el lugar
__(4) Otro: _____

9. Cuanto tiempo piensa estar en esta comunidad?

__(1) Menos de 1 año
__(2) 1 a 2 años
__(3) 2 a 5 años
__(4) mas de 5 años
__(5) No puedo decir

10. Que servicios o programas le gustaria que se implementen en la escuela de su hijo/a?

_____
_____
_____
_____
_____

Gracias por tomarse unos minutos para completar esta encuesta. Sus respuestas nos ayudaran a mejorar la escuela de su hijo/a. Por favor no dude en llamarnos si tiene mas ideas o sugerencias. *Usted es un participamnte activo en la educacion de su hijo/a. Su opinion es valiosa y apreciada.*

APPENDIX B

WELCOME COMMITTE GUIDELINES

Welcome Committee
Home-visit Guidelines

1) Every home visit will be done by a team of two: a staff member and a parent from the Committee. Follow general safety rules when visiting a street or neighborhood with which you are not familiar.

2) Briefly review the student's folder before making the home-visit: this may provide you with useful information.

3) Coordinate your visit with your partner first. Have alternative dates or times agreed upon before making the call to the new family. Try to match the welcome committee parent's background or language with the new family.

4) As you well know the purpose of this program is to outreach families and to help them to get involved in their children's education. At the same time, we want to obtain information regarding why we have such a high mobility rate in our school. At the end of your visit do not forget to administer the questionnaire! It is essential to obtain this information.

5) All of us will learn things as we go out and make these home visits. Let's make an effort to share the do's and don'ts that we learned as we go along. Everyone will benefit from it!.

6) There is no fixed duration for the home visit(30 or 45 minutes sounds reasonable) for the home visit. What is important is to accomplish the intended purpose: **To make the parents feel welcome at as well as to promote their involvement with their children's education.**

7) At the end of our visit these things will have been accomplished:

Welcome committee	New Family
Complete questionnaire.	Will receive a bag with
A photograph of the new family.	gifts and information.

8) As part of the package of information for the family, a map is provided. We want to encourage parent's to stay in the Hayestown district at least until the end of the year, in order to avoid disruption of their children's education.

9) Attached to these guidelines, there is your list of new students and copies of the parent questionnaire in English and Spanish. Please make additional copies as you need them.

APPENDIX C

PRESS RELEASE

About the Welcome Committee

What is the Pioneer Welcome Committee? A group of parents and staff members who want to welcome our new families at School, to establish from the very beginning a cooperative relationship between families and school.

In what do we believe? We believe that only working together - parents and teachers - will we ensure the academic and personal success of our students. We celebrate and respect cultural diversity and promote harmony among people from different cultural backgrounds and languages.

What do we do with the new families? We visit them at their homes, at their convenience. We provide specific information about our school and on how important it is to became involved in our children's education. We also present to them a bag with small gifts collected through business donations.

Who are we? People like you, who want to became a participant rather than a witness in our children's education and future. We believe in the saying that it takes a village to raise a child. Here are our names. If you would like to join us in this effort, let us know:

Parents	Staff Members
Tony	Eileen
Shola	Jill
Robert	Maria Laura
Paul	
Faye	

BEST COPY AVAILABLE

REFERENCES

Baker, D. P., & Stevenson, D.L. (1986). Mothers' strategies for children's school achievement: Managing the transition to high school. Sociology of Education, 59, 156-166.

Becker, H, & Epstein, J. (1982). Parent involvement: a survey of teacher practices. Elementary School Journal, 83, 85-102.

Berger, E. H. (1983). Beyond the classroom: Parents as partners in education. St. Louis: C.V. Mosby.

Bordieu, P., & Passeron, J. C. (1977). Reproduction in education, society and culture. Beverly Hills: Sage.

Casanova, U. (1988). Conflicting views of "at-risk" students. New Orleans, LA: Annual Meeting of the American Education Research Association. (ERIC Document Reproduction Service No. ED 297073)

Deutsch, M. (1967). The disadvantaged child. New York: Deutsch/ Basic Books.

Epstein, J. & Becker, H. (1982). Teachers's reported practices of parental involvement: Problems and possibilities. Elementary School Journal, 83, 103-13.

Epstein, J. L. & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. The Elementary School Journal, 3 , 289-305.

Fairley, R. (1993, July). Parents: Total quality advocates. The Professional as Child and Youth Advocate. Lecture presented at the Summer Institute, Nova University. Washington D.C.

Gibbs, J. , Huang, L. & Associates (1989). Children of color-psychological interventions with minority youth. San Francisco-London: Jossey-Bass Publishers.

Henderson, A. (1987). The evidence continues to grow: Parent involvement improves school achievement. National Committee for Citizen in Education. Washington D.C.

Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. Sociology of Education, 60, 73-85.

Leichter, H. J. (1979). Families and communities as educators. New York: Teachers College Press.

Morrow, R. D. (1991). The challenge of southeast asian parental involvement. Principal, 70 (3), 20-22.

National Coalition for Parent Involvement in Education. (1989) Conference. Best parent involvement ideas. Elementary Focus Group Participants. Charlotte, North Carolina: Author.

National Education Association (1985). Teacher-parent partnership program, 1984-85 status report. Unpublished manuscript. Washington, DC: National Education Association.

Nichols, G. J. (1991). Helping parents help their children toward literacy. Shreveport, Louisiana. (ERIC Document Reproduction Service No. Ed. 335632)

Olmsted, P. P. (1991). Parental involvement in elementary education: Findings and suggestions from the follow through program. The Elementary School Journal, 3, 221-231.

Orum, L. S. (1986). The education of hispanics: Status and implications. National Council of La Raza. Washington, D.C. p.23-26, 50. (ERIC Document Reproduction Service No.ED 274753)

Parent Institute. (1993). What's working in parent involvement. Fairfax Station, VA: Author.

Rudniski, R. (1992). Through the eyes of the beholder: Breaking economic, ethnic, and racial barriers to parent involvement in a school-university partnership. San Francisco, CA: Annual Meeting of the American Educational Research Association. (ERIC Document Reproduction Service No. ED 347930)

Seeley, D. (1984). Home-school partnership. Phi Delta Kappan 65, 383-93.

Van Galen, J. (1987). Maintaining control: The structuring of parent involvement in G. W. Noblit & W.T Pink (Eds.). Schooling in social context Qualitative studies. Norwood, N.J., Ablex, p.89.